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ABSTRACT

The professional development program at Golden West College has successfully maximized instructional change and innvovation for several years. The success of the program is due to factors such as support from the president; the appointment of a dean of educational development whose sole responsibility is to work with faculty on new developmental projects; the highly individualized nature of the program; efforts to keep faculty abreast of new research and new teaching techniques through means including a faculty newsletter; annual faculty development needs assessments; the centralized location and high visibility of the Educational Development Center; and secure local funding for faculty projects. Those interested in developing and maintaining staff development programs should: (1) locate the staff development office in a place that is convenient for faculty and staff; (2) avoid overburdening the staff development person with administrative detail; (3) provide rewards for participants; (4) have top-level administrative support; (5) avoid equating staff development with faculty attendance at workshops and conferences; (6) design the program to respond to both little and big needs; (7) carefully choose the person responsible for the staff development program; (8) join a network involved in staff development; and (9) involve all college personnel and utilize campus resource persons in staff training. (LAL)

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PROFESSIONAL DEVELOPMENT PROGRAMS THAT WORK

William F. Shawl

Presented at the Annual Convention of the American Association of Community and Junior Colleges
Washington, D.C., April 3, 1984 -- Forum 65

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JC 840 186

SPEECH - AACJC

PROFESSIONAL DEVELOPMENT PROGRAMS THAT WORK

FORUM 65 - Tuesday April 3,1984

I was very pleased when NISOD invited Golden West College to participate on this panel of professional development programs that work. Our program does work and it has worked for several years. Lynn asked that I talk about why our program works. To do this I will start with a little Golden Wests College history.

Our college was founded eighteen years ago with a charge from the Board and the district chancellor to be innovative, to challenge tradition, "let there be no sacred cows" they said We consciously recruited a very change oriented faculty as we went through the period of rapid growth. I was a part of this as the founding Dean of Instruction. It was immediately obvious to me even as a young dean that to maximize change and innovation several things had to happen. Our president was the prime agent for change. He was a real nag about this. Why do we do it that way, he would say? Let change be the tradition was his constant admonition. So we had great support from the top. As Dean I had difficulty being both the manager of the ongoing program with all that that entails plus be the person who helps faculty to change the way we teach. Very early on we created a position at the Associate Dean level to work with the faculty on new developmental projects. It worked well because the dean could promote certain instructional projects through this person

and yet be one step removed and thus non-threatening to those who who were trying new things. It is very difficult for the Dean of Instruction who has the prime responsibility for evaluation of the faculty to also carry on a successful program to motivate the staff to change the way they teach. Having a separate office to which faculty can relate for help in developing their creative ideas has been very successful. We made an organizational error in our first few years of operating a professional development office. We made all of the instsructional support personnel responsible to this administrator. This took away too much of his time and slowed down the amount of work that could be done with faculty. Our new organizational structure has solved the problem. The Dean of Educational Development has no staff other than a secretary.

Much of the success of the Golden West plan lies in the fact that our program is locally funded and highly individualized. I will comment on funding in a moment. I want to stress the importance of having the capability to respond to the individual needs of faculty members. Too many programs depend upon workshops seminars, speakers, and consultants for their direction and visability. These things are good and are a part of our program, but there needs to be follow up after the ourside expert has left campus. My office is there day in and day out to provide support to faculty and to talk through the ideas that seem to have merit for a particular class. If you depend upon the numbers game to evaluate your staff development program, you will not have large sums and you will miss the main point. All faculty do not have

the same professional development needs. All faculty are not ready to have their needs met at the same point in time. To put it another way, we are all learners. We do not all learn in the same way and we do not all learn at the same rate of speed. Like a classroom, the staff development program must meet the needs of individual learners and must have varied activities if it is to lead to successful improvement for all learners.

Faculty have learning needs but they are not always easily articulated. A staff development program must have a method of determining what these needs are. We use two things to assist in finding out what faculty want in the way of staff development activities. First, the Educational Development Center attempts to keep the faculty informed about what is going on in the field of higher education. This takes the form of making available journals, articles and books in the Center. I also write a newsletter which goes to all faculty. We try to keep a high level of interest going about new research and new teaching techniques. Next, we ask the faculty what their needs are for professional development. Needs assessments can be done in a variety of ways. We periodically ask faculty if they would be interested in this or that activity and we also do a more comprehensive needs assessment about once a year. Interestingly enough, the faculty usually tell me that they are interested in activities that lie in the very areas I have been giving them information about. The staff development office needs to create a readiness among faculty for many of the programs it offers.

I believe that our program is successful in part due to the

fact of its location and visability. Everyone on campus knows where the Ed Development Center is. If you have a concern or a question about professional development, there is just one place that you need to go, second floor, College Center. The physical facility of the Ed.Development Center includes a faculty lounge (with nickel coffee) just above the main dining room, the Academic Senate Office, the American Federation of Teachers Office, one large conference room (dividable into two smaller ones), a seminar room, and the Dean of Educational Development's office. This complex contains all of our professional development activities. The dean's secretary is the focal point for faculty inquiries about all sorts of activities such as faculty travel to conferences and workshops, professional improvement credit, sabbatical leaves, on campus lectures and seminars, etc. All of the paperwork relating to staff professional improvement flows through this one office. Also the activities of faculty committees which make decisions about professional improvement programs focus around this office. The Academic Senate receives its clerical support from the Office of Educational Development so the Senate and all its activities are very visable in the Center. With all of these activities being focused in an area just off the faculty lounge, it makes it easy for the staff development officer (me) to relate to the faculty's immediate concerns. I am just there and they drop by to chat.

A bit about funding as I promised. Our program is funded with college money, hard money. This is important. It is vital that your staff development program be seen as a mainstream

effort of the college with a long term commitment. We have learned that if you are going to ask faculty to change the way they teach, it is a bit scarry. The atmosphere must be such that they can see support down stream for an effort which they may initiate. Some of our programs have taken years to develop and nurture. We have established the Educational Development Assistance Fund ($24,000 this year) for the purpose of financing faculty ideas. These monies are expended based upon proposals developed by faculty. Any project under $500 can be approved by the Dean. Those over $500 are approved jointly by the deans and the President. The great thing about these funds is that we can get resources on a project literally within days. In some cases this is important. We supplement these funds with a money making scheme which puts faculty in the business of selling the products they produce. We, the Educational Development Center, market materials our faculty have produced. The procedes of these sales go into the Educational Development Assistance Fund for more funding of faculty projects. The faculty member who was involved in the production of these materials receives a 10% royalty based upon the first dollar we we take in. This motivates faculty to do quality production and it provides visability and rewards for those who do innovative work. The amounts have not been great ( ) thus far this year, but we have established that we believe in the creative efforts of our staff to the extent that we are willing to go into partnership to sell it. This policy by the way is written in our union contract.

Lynn asked that we provide tips about developing and maintaining a staff development program. My suggestions are as follows:

1. Identify a person on campus who has the respect of the faculty as an educator and give that person some time and some money.

2. If possible, locate the staff development office in a place which is convenient for faculty and staff.

3. Do not burden the staff development person with a lot of administrative detail. Protect this person's time so that he/she is available to faculty.

4. A staff development program must provide rewards for those who participate in it. Faculty, like all people, are interested in rewards; especially when they take risks which others do not. Don't expect the faculty to respond to your program just because it is there.

5. A strong staff development program must have support from the top. Local funds, a permanent place in the organizational structure are the minimal beginnings. People will not risk if they believe that this is just a one shot deal to be abandoned when the going gets tough. Staff development is most crucial when things are difficult for the college because it deals in the arena of change.

6. Staff development should not be equated to how many faculty attend meetings, conferences and workshops. These activities can be an important part of the program but what happens after these group meetings is perhaps more important.

7. Design your program so that it can respond to the little needs as well as the big ones. All staff development activities do not have to cost thousands of dollars. It is the little efforts to solve the simple problems for a faculty member which assures him/her that you are serious, that you are there to serve, and this is the faculty member who will later move mountains.

8. Chose carefully the person who has responsibility for your staff development program. This person must be one who is able to live in the background of the faculty limelight. The success of a faculty development program is measured by what the faculty does, not what the staff development officer does. You must be able to teach teachers without letting them know that you are

teaching them. This is a very sensitive position that not every administrator is prepared to fill.

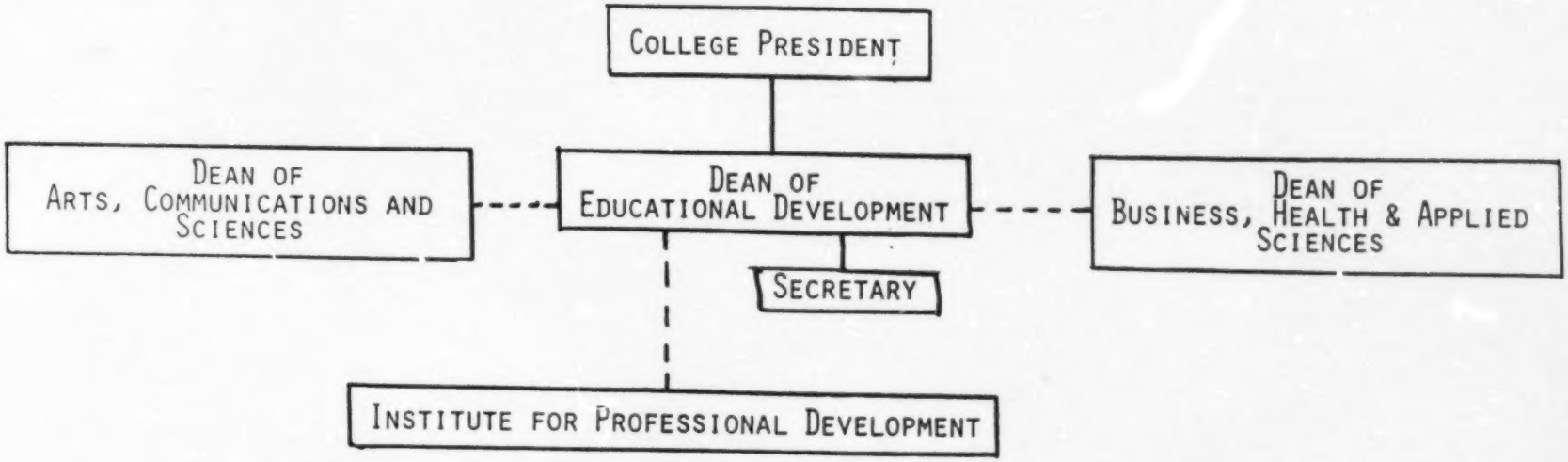
9. Don't try to do it all alone, there is a great deal of help available in staff development. I encourage you to join a network involved with staff development. We know about NISOD because we are here. I strongly recommend that you join. Innovation Abstracts alone is worth the fee. There is also NCSPOD at the national level. We have found that local networks are very effective and pay great dividends. Share your newsletter with others and ask for their newsletter.

10. Colleges are labor intensive organizations. The people who people the people's college are your only asset. It makes good sense to invest a part of your resources in these valuable people upon which the success of your college depends. A comprehensive staff development program should involve all personnel, administrators, faculty and staff. All must be learners, all need constant retraining, all need personal renewal. We have the expertise on our campus to do most of our own staff training. We need only the will to use it.

I hope that I have given you an idea or two that will be useful when you return home. I want to thank Lynn and the NISOD folks for inviting me to participate on the panel. They have been a constant source of encouragement and good ideas for those of us in the staff development business.

ORGANIZATION CHART

EDUCATIONAL DEVELOPMENT


COLLEGE PRESIDENT
DEAN OF ARTS, COMMUNICATIONS AND SCIENCES
DEAN OF EDUCATIONAL DEVELOPMENT
DEAN OF BUSINESS, HEALTH & APPLIED SCIENCES
SECRETARY
INSTITUTE FOR PROFESSIONAL DEVELOPMENT

THE DEAN OF EDUCATIONAL DEVELOPMENT IS A MEMBER OF THE FOLLOWING:

PRESIDENT'S CABINET
INSTRUCTIONAL COUNCIL
COLLEGE COUNCIL
CURRICULUM COMMITTEE
INSTITUTE FOR PROFESSIONAL DEVELOPMENT

GOLDEN WEST COLLEGE
EDUCATIONAL DEVELOPMENT PLAN

STAFF - DEAN OF EDUCATIONAL DEVELOPMENT

SECRETARY TO THE DEAN

BUDGET - OFFICE OF EDUCATIONAL DEVELOPMENT

EDUCATIONAL DEVELOPLMENT ASSISTANCE FUND

FUNDS FROM THE SALE OF INSTRUCTIONAL MATERIALS

FACILITIES - THE EDUCATIONAL DEVELOPMENT CENTER

FACULTY LOUNGE

LARGE CONFERENCE ROOM

SMALL CONFERENCE ROOM

ACADEMIC SENATE OFFICE

FACULTY UNION OFFICE

OFFICE OF THE DEAN

ACTIVITIES - SPEAKERS, WORKSHOPS AND SEMINARS

EDUCATIONAL DEVELOPMENT NEWSLETTER

FACULTY PROJECTS DEVELOPMENT

INSTITUTE FOR PROFESSIONAL DEVELOPMENT

FACULTY COMPUTER CENTER

TELEMEDIA PRODUCTIONS

COMPUTER ASSISTED INSTRUCTION

ADMINISTRATION OF EDAF FUNDS

(9)

APPLICATION: EDUCATIONAL DEVELOPMENT ASSISTANCE FUND

NAME OF PROJECT: COMPUTER NUTRITION ENHANCEMENT AND REVISION

NAME OF PARTICIPANTS: STAN WINTER

TYPE OF PROJECT:

INSTRUCTIONAL IMPROVEMENT	___	IN-SERVICE EDUCATION	___
MEDIA DEVELOPMENT	___	COURSE DEVELOPMENT	___
REVISE MATERIALS	X	OTHER	___

PROJECT OBJECTIVES:

TO ADD NEW FOODS TO OUR COMPUTERIZED NUTRITION BANK TO BRING IT UP TO DATE WITH THE KINDS OF FOODS COMMONLY EATEN BY OUR STUDENTS.

TO WORK OUT IDENTIFIED PROBLEMS IN OUR PROGRAM TO MAKE IT MORE USER FRIENDLY.

HOW WILL THIS PROJECT IMPROVE THE TEACHING/LEARNING PROCESS?

THIS PROJECT WILL ENABLE STUDENTS TO FIND THE FOODS THEY SELECT MORE EASILY AND TO GET A MORE ACCURATE READING OF THE NUTRITIONAL VALUES OF THEIR TOTAL DIET. IT IS ALSO PLANNED AT A FUTURE DATE TO PUT SOME OF THESE FOODS ON A MICROCOMPUTER SYSTEM SO THAT IT WILL BE EVEN MORE ACCESSABLE TO STUDENTS. WE NEED TO KEEP UP WITH THESE ENHANCEMENTS IN ORDER TO KNOW WHICH FOODS ARE THE MOST COMMONLY USED BY OUR STUDENTS. THESE WOULD BE THE ONES SELECTED FOR DEVELOPMENT ON THE MICROCOMPUTER SYSTEM LATER.

DATE RECEIVED: 10/17/83

START DATE: 10/20/83

COMPLETION DATE: 6/1/84

Proposed Budget

Cost Estimate

Supplies (specify items needed)

None $_____

_____

_____

Personnel (type of personnel needed and the approximate number of days or hours)

Computer programmer analyst - 16 hours $ 310.00

To be selected by Rick Forsberg, Director of Computer Services. (Budget #1-2339-6040-3474-3-01)

_____

Other Cost Items

_____ $_____

_____

_____

Agreed to by: _____
(signature of proposer)

Approvals:

_____ (Supervising Dean)

_____ (Dean, Ed. Development)

_____ (President)

_____ (date)

Approved Expenditure Level: $ 310.00

Actions:

Supplies purchased: _____(date)
PAF processed: _____(date)
Contract awarded: _____(date)
Project approved as completed: _____(date)

FACULTY COMPUTER WORKSHOP

WE ARE PLANNING THE SPRING SEMESTER WORKSHOPS FOR FACULTY AND STAFF. ONCE AGAIN, MANY OF THESE ACTIVITIES WILL CONCERN THE MICROCOMPUTER. IN ORDER TO ASSESS THE NEEDS OF THE GROUP, WE ARE USING THIS QUESTIONNAIRE. IF YOU ARE INTERESTED IN PARTICIPATING IN ANY OF THE FOLLOWING WORKSHOPS, PLEASE RETURN THIS FORM.

____ COMPUTER LITERACY I - A SERIES OF EIGHT, TWO HOUR SESSIONS DEALING WITH WHAT COMPUTERS ARE, WHAT THEY DO, AND HOW THEY MIGHT BE USED. A VERY BASIC HANDS ON APPROACH FOR THE BEGINNER IN WORKING WITH COMPUTERS.

___ COMPUTER LITERACY II - A SERIES OF EIGHT, TWO HOUR SESSIONS WHICH TAKES UP WHERE COMPUTER LITERACY I LEAVES OFF. THIS COURSE WILL LEAD TO SOME PROGRAMMING IN BASIC AND A MORE COMPLETE ANALYSIS OF HOW TO UTILIZE THE COMPUTER IN AN EDUCATIONAL SETTING.

____ DATA BASE MANAGEMENT - A NINE WEEK COURSE TAUGHT TWO HOURS PER WEEK. HOW TO SET UP DATA BASES, ACCESS DATA, MAINTAIN THE DATA BASE AND INTERACT WITH OFF LINE DATA SOURCES. MAY BE OF PARTICULAR INTEREST TO THOSE THINKING OF TEST BANKS.

____ VISICALC - TWO SESSIONS OF TWO HOURS EACH ON HOW TO SET UP AN ELECTRONIC SPREAD SHEET AND ENTER DATA. OF PARTICULAR INTEREST TO THOSE SETTING UP BUDGET SHEETS.

____ WORDSTAR - THREE TWO HOUR SESSIONS FOR THOSE BEGINNING TO USE THE WORDSTAR WORD PROCESSING SOFTWARE.

_____
SIGNATURE

PLEASE RETURN THIS FORM TO THE EDUCATIONAL DEVELOPMENT CENTER

EDUCATIONAL DEVELOPMENT ASSISTANCE FUND

GOALS:

1. EXPLORATION OF NEW AND DIFFERENT APPROACHES TO THE TEACHING/LEARNING PROCESS.

2. TO ASSIST FACULTY IN KEEPING ABREAST OF NEW KNOWLEDGE IN THEIR FIELDS.

3. TO ASSIST FACULTY IN APPLYING TEACHING/LEARNING RESEARCH TO CLASSROOM INNOVATION.

4. TO ASSIST THE COLLEGE COMMUNITY IN THE APPLICATION OF NEW TECHNOLOGY TO THE EDUCATIONAL PROCESS.

5. PROMOTING ACTIVITIES WHICH IMPROVE THE LEARNING ENVIRONMENT AND ENHANCES THE TEACHING/LEARNING PROCESS.

ADMINISTRATION:

ALLOCATIONS ARE MADE ON A PROJECT BASIS. PROJECTS OF OVER $500.00 REQUIRE THE APPROVAL OF THE PRESIDENT.

(11)

GOLDEN WEST COLLEGE

MATERIALS SALE AGREEMENT FORM

_____
DATE

TO: _____

THE COLLEGE WOULD LIKE TO MARKET MATERIALS YOU HAVE PRODUCED. THESE MATERIALS ARE DESCRIBED AS FOLLOWS: _____

_____

_____

IN ACCORDANCE WITH THE DISTRICT/AMERICAN FEDERATION OF TEACHERS CONTRACT (ARTICLE XXIII SECTION 1B)* YOU HAVE THE RIGHT TO EITHER:

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(2) SELECT THE ROYALTY OPTION.

SHOULD YOU DECIDE UPON THE ROYALTY OPTION, A 10% ROYALTY WILL BE PAID TO YOU FROM THE GROSS REVENUE GENERATED FROM ANY SALES WHICH MAY OCCUR. PLEASE INDICATE WHICH OPTION YOU WISH TO SELECT.

I WISH TO PURCHASE THE MATERIALS.

_____
(SIGNATURE)

I OPT FOR THE ROYALTY OPTION.

_____
(SIGNATURE)

*(CONTRACT SECTION IS ATTACHED)

_____
(DATE SIGNED)

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024 JUN 1 1984